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of California
Southern Section
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THE BULLETIN OF THE
School Library Association of California
SOUTHERN SECTION

Volume 7

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Number 2

The School Librarian's Annual Report

By **HELEN E. FARR**

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Every trained school librarian respects perfection in what she considers fundamental records of her library, such as the accession record, the catalog, and the book circulation records. She recognizes that each must instantly reveal certain definite facts about her library and expects to find these records in standard form when she goes from one library to another. But annual reports, the records which once a year summarize library accomplishment, take as many forms and are concerned with as many different aspects of library service as there are librarians who make them. Many librarians make no report of any kind; others prepare a simple table of figures of circulation, attendance, and book stock; while a minority submit an account of the year's work in essay form. Both in text and in statistical summaries reports show wide variations in style and in power to convey a true picture of library progress. To adopt a more or less uniform scheme of annual reports such as we have developed for accession records, catalog cards, and book-charging data, is both unnecessary

and undesirable. Yet annual reports of school libraries can vary from year to year and from school to school and at the same time serve certain constant and plainly defined purposes and conform to recognized principles of good report making.

The first and most important purpose of the report is to inform the librarian's superior officers, principal, supervisor, superintendent, one or all, as the case may be, of the progress of the library through the year, of its present condition, and of its needs and objectives for the future. A report which does this will, without question, serve the secondary purpose of providing the librarian with the opportunity and, fortunately, the necessity of pausing to take stock of her professional achievements. With a backward glance at her last report she sees what she meant to accomplish, measures how far she has come, and notes where and why she has succeeded or failed to realize the goal she set. Not all this personal inventory will appear in her report, but if she is honest it may be reflected there, and certainly it will have its effect on her future work. Furthermore, while they

are never written with the historical purpose in mind, a file of good annual reports will provide an illuminating contribution to the history of the school as well as of its library.

Granting that uniformity is not desirable, it is still possible to determine, in a measure, what is appropriate for inclusion and what is not. A list of suitable subjects for reports would almost surely contain the following:

1. Record of accomplishment and present conditions.

a. Technical work. For example, completion of a large job of cataloging, the organization or reorganization of the information files, (not minute accounts of mending done, labels pasted, and cards filed).

b. Work of pupils assistants. This may be recognition of any outstanding service and interpretation of pupil activities in terms of contribution to the objectives of the library and of the school.

c. Use of the library by pupils and teachers. Appropriate here are interpretations of statistics of circulation and attendance in terms of amount and quality of reading done; the evaluation of activities to stimulate reading, i. e., library instruction, publicity, assemblies, etc., in the light of their results; recognition of teacher cooperation in encouraging and directing use of the library by pupils; specific mention of individuals or departments whose cooperation is outstanding.

d. Statistics. Figures showing library holdings, growth, use, and finances.

e. Evidences of "good will." Mention may be made of gifts to the library, recognition of the library by the local press, surveys, and professional organizations.

2. Recommendations for the future.

a. Changes in staff, appropriation, and library facilities. These should be practical suggestions based upon interpretations of conditions in the library and the school and upon analysis of library statistics.

6. Changes in library practices policies. Definite suggestions based upon sound reasoning from past experiences and present and future objectives.

Possibly no report would contain all the items or arrange them as listed, and probably every report would present additional matter. In any case, the manner is as important as the matter of the report. Some of the principles which follow may seem too obvious for mention, yet they are included because examination of many reports has revealed that they are violated again and again.

1. The report should be interesting, constructive, and discriminating. It is wise to determine in advance one or two matters to be emphasized, subordinating or, for the time being, omitting many less pressing subjects. For instance, one report might feature library service to extracurricular activities while the next one might stress the results of experiments with self-government in the library.

2. The report should be written in good English. Good English consists of more than grammatical expression. It is English which is dignified, impersonal, avoids excessive use of technical library

terms, is simple and precise.

3. The report should be tactful. Assuming the willingness of superiors and colleagues to cooperate to the fullest extent in improving library service, the librarian will suggest and advise, never demand. She will compare the work of one year with that of another, one year's per pupil appropriation with that of a previous year, book collection per pupil with number of books circulated per pupil; never her library with another library, her work with that of another librarian. Comparisons with local standards are often desirable, but authorities must long ago have become weary of the "dollar per pupil" appropriation, the "ten per cent of enrollment" seating capacity, and all the other "standards" which have been quoted so glibly and so long.

4. The report should be systematically arranged. The whole report should be outlined in advance, and topics should be discussed in logical order under well marked headings. The reader should be able to gather at a glance the scope of the report and to pick out any main topic without searching. Well planned headings and logical arrangement at once convey the impression that the librarian grasps the larger implications of her work and sees it as a constructive enterprise, not as a conglomeration of unrelated "odd-jobs."

5. Statistics should convey significant facts about the library. Statistical information should be confined to a section at the beginning or end of the report. It should be grouped by subject, fully labeled, and arranged in such a way as to leave no room for misunderstanding. Many of the facts implied in the statistical summaries must be interpreted in the text, since the librarian alone will recognize the significance underlying two appar-

ently unrelated figures.

6. The report should bear the name of the library, the city, and the state and also the dates of the period which the report covers. An examination of 163 reports showed 108 which failed to indicate the location of the school, among them forty-seven which omitted the name of the library as well and three which bore no date whatever.*

Some librarians will say, "My principal never asks for a report. Shall I make one without being asked?" Yes. A carefully prepared, informative report can not possibly do any harm. It may awake an interest in library problems in a principal unaware that his school houses a department which is more than an efficient clearing house for books. Certain parts of a report may furnish items for publication in the school paper or the local daily, contributing to a better understanding of the library by teachers, pupils, and community. Reports should be invaluable guides to administrators seeking competent librarians. No letters of introduction, no transcript of grades can reveal a librarian's quality like a file of her annual reports. In them her professional attitudes, her initiative, her originality, and intelligence will be apparent to one with insight into the functions of the library in the school. Certainly the librarian who throughout the year systematically gathers data concerning her work, who plans her activities in advance and evaluates them critically in the light of her objectives, and who then summarizes the year's progress accurately, interestingly, and constructively has nothing to lose and much to gain in the process.

*Lee, M. I. A study of school library reports. M. S. Thesis, Columbia University, 1933. (unpublished).

The Fairway to Russian Reading

By MISS RUTH STAFF

Hollywood High School Social Studies Teacher

Contradictory elements make the task of sifting through the maze of comment and choosing books and articles about the U. S. S. R. increasingly difficult. Among the most important factors in evaluating material are time, because Russia changes constantly; the locale which is familiar to the author; and the writers personality, including his background, prejudices, and desires. G. C. Furna's "Leningraduates" in the 'Saturday Evening Post' for Oct. '35 humorously reveals the foibles of writers on Russia.

And now in fairness to you and in honesty to myself, let me say that I was in Russia only a month, that I saw what they showed me plus anything I could observe myself, that I don't speak Russian, that I am not qualified to write authoritatively about the country, that I'm not even sure of what I think about what I saw. Such an introduction makes a bad beginning, but we who have seen even a little read with great avidity, and a few comments about books may be apropos.

For background one needs history and many histories have been written recently to augment the older books. Vernadsky, History of Russia; Chamberlain's new two-volume history; Trotsky's History of the Revolution; John Reed's One Hundred Days That Shook the World reconstruct various periods, while Stephen Graham's biographies of the Czars give pictures that are illuminating, if not altogether pleasant.

Newspaper men who are trained observers have perhaps the best

opportunity to report the modern scene, at least, after they have left the land where their articles were heavily censored. William Henry Chamberlain's "Soviet Russia and Russia's Iron Age" show a man who went into the country eagerly, with a great faith in its success, but returned disillusioned. This colors Russia's Iron Age, which might have been more just if he had not written it so soon after he left Russia. Duranty Reports Russia is better, but since he wrote several years ago, my choice at present is Eugene Lyon's Moscow Carousel. Mr. Lyon's article "To Tell or Not to Tell" in Harper's Magazine for June, 1935, will place him as to politics and sympathies, as a fair-minded, careful observer.

The popularly written accounts by Russians are of many sorts, including tales by Russians within, trying to get out, and observations of returned emigrants. Maurice Hindus' Red Bread and Humanity Uprooted seem fairer to me than his Great Offensive. Irina Skarlatina, a representative of the nobility returned to her homeland, wrote a charming account that is reminiscent rather than practical in her A World Can End. Countess Tolsty's I Worked for the Soviet is a methodically recorded story of her difficulties, remarkably free from bitterness. Escape from the Soviet, by Tatjana Tchernavin, a gory tale of the fearful hardships of an escape from a northern prison camp, emphasises the trials and shows the falseness of a philosophy in which "the end justifies the means."

Among the popular account is Kapoot by Carzeth Wells. It is a

travel book, but I cannot recommend it, since the author says he saw no smiling faces from one end of the country to the other when merely a year later I saw so many smiles and heard so much laughter. I saw also glum countenances and some tears. My evening with Harry Franck's *Vagabonding Through Sovietland*, was most enjoyable to me, because we had travelled practically the same route almost simultaneously. It was like reading a diary of my own trip to be able to identify the two people who at Yalta had pickles with their dinner, because they were paying five pounds a day instead of five

or ten dollars; but the book is only an account of a swift journey with no serious attempt at interpretation.

In any lengthy treatise one would be forced to consider many more books. I hope that this may be merely a suggestive start for your reading on the vast subject of U. S. S. R. Perhaps you will be able to guide yourself more easily by Professor Malhorne Graham's statement that "Whatever you read about Russia is probably true for the person who wrote it, the time it was written, and the things he saw."

Seven Rules of Public Speaking

Since Librarians are famous for their inability to speak above a whisper perhaps this statement has its place in their personal program of Adult Education.

- 1.—**BE PREPARED.** Don't worry. Work. Read, think, jot down ideas. Eliminate. Reorganize. Offer no apologies. For the sake of safety, carry with you small cards bearing a simple outline.
- 2.—**USE DETAIL.** "Some people," "almost everyone," "Someone," "for some reason," and "Some-time" are characteristics of tiresome, ineffective speech. Such words and expressions give hazy, fuzzy mental pictures—if any. Tell definitely what you have on your mind. Don't speak in a general way.
- 3.—**PRACTICE.** Nothing else will give ease, grace, and power. Imagine the spectacle of the basketball player who has never practiced or of the musician who has only thought over what he is going to play. Accept every invitation you are given to speak in public. You are fortunate when you have

an audience bound by the rules of common courtesy to permit you to practice.

- 4.—**GET CRITICISM.** Applause may testify either to the excellence of your speech or to the sympathy of your audience. Compliments may mean that those who give them really admire your speech or that they admire the speaker and court his good will. It is the cold blooded critic who can help. Have a confederate stationed in the audience—a confederate whose only prejudices comes from a desire to give you the truth. Such help is sometimes hard to find, and many a would be speaker fails because of the lack of it.
- 5.—**TALK TO THE AUDIENCE—NOT AT IT.** Memorized speeches, and more particularly those half memorized, encourage the common blunder of looking back into the mind for something needed. Have a glance for each of numerous faces over the audience. There you

will see expressions that will indicate your progress in getting the interest of your hearers. Remember that talking to a group is not greatly unlike talking to an individual.

- 6.—**BE PLEASANT.** Your introduction should give you a favorable start. Hold that favor. Talk about things in which your hearers are interested. Avoid overuse of "I", or worse yet, "I think." Speak of things pleasant. When unpleasant ideas must be mentioned or referred to, express

hope for the coming of something better. Make yourself a pleasure to look at, to listen to, and to believe.

- 7.—**SPEAK BRIEFLY.** Most addresses of all kinds are too long. Beginning speakers almost invariably choose too broad a subject or fail to make a sufficiently pointed attack upon the subject assigned. Bring your speech to a close while the audience is still enjoying it.

(From the High School Teacher, February, 1935)

Professional Items

The 1936 Handbook and Directory of all California school librarians will be available, we hope, at the March Book Breakfast for \$.25 per copy.

There will be no May Book Breakfast in order to cooperate with the C. L. A. Convention to be held at Coronado, April 29-30; with a section for library work with boys and girls on May 1-2. It is rumored that Norah Beust and Lois Adamic will be speakers.

May 23rd is the tentative date set for the School Library Association of California's spring meeting, place to be announced later.

Miss Potter reports that librarians may expect the reporting schedule of the state survey by March ninth. Please cooperate by returning your copy promptly, carefully filled out, to the State Department of Education. She urged us to make a record—all reporting schedules in on time!

Summer school offerings at U. S. C. include courses by Miss Jasmine Britton in Children's Literature and in Use of Books and Li-

brary Elementary School Pupils and Teachers while Miss Helen Farr, of Columbia University will teach both Organization and Administration of School Libraries and the Use of Books and Library by Secondary School Pupils and Teachers. U. C. L. A. presents Mr. Sydney B. Mitchell to teach an Orientation Course in Administration and Miss Helen Haines to teach Book Selection. These two U. C. L. A. courses are accredited by the American Library Association together and will constitute half of the curriculum of the first semester of the first year "basic" course at Berkeley. If this experiment is successful, the second half of the work will be given in 1937.

Frances Clarke Sayers at the University of California School of Librarianship now teaches a three-unit course in library work with children and also an experimental correspondence course in the same field.

Mr. Kersey, State Superintendent of Public Instruction, has included a section on library service for children in the state wide conference on improvement of instruc-

tion which meets in Los Angeles, March 9-13. The section of special interest to school librarians will meet at the Hotel Biltmore, Wednesday morning, March 11; including librarians from school, county, and public libraries, and teachers from library schools. The program follows:.

Planning Effective Library Service For Children

Mabel R. Gillis, State Librarian, presiding.

1. In a City School System—Leo Baisden, Sacramento.
2. In a County School System—Ella P. Morse, Colusa County.
3. In a Secondary School—Margaret Girdner, San Francisco.
4. Through a Public Library—Gladys English, Los Angeles Public Library.

Panel discussion by librarians from school and county libraries and library schools:

Margaret Glassey, Los Angeles.

Marjorie Van Deusen, Los Angeles.

Claire Nolte, Los Angeles.

Jasmine Britton, Los Angeles City.

Jessie Boyd, University of California.

Helen D. Courtright, Long Beach.

Gladys K. Zumwalt, Tuolumne County.

Ruth Lewis, Los Angeles.

Joyce Backus, San Jose State College.

Hollis Virginia Erickson, Marin Junior College.

Elizabeth Neal, Compton Junior College.

Fay Tunison, Long Beach Junior College.

Verna Evans Clapp, Chaffey Union High School and Junior College.

Doris Payne, Los Angeles.

Eleanor M. Homer, Pasadena.

Perhaps the past year's outstanding contribution to school library literature was the May 1935 issue of the Junior-Senior High School Clearing House. Here is material to hand to your principal or superintendent to show what progressive educators think about the importance of the school library and its function in more education. The chairman of this issue is John Carr Duff, instructor in Education at New York University and his article "So you're going to have a library" shows the growing regard educators have for our work. Of the fourteen contributors some are librarians and others represent schools.

Reading and the School Library is publishing articles of particular timeliness on school library problems. Last spring a series of outlines for library instruction gave helpful suggestions. Each issue gives bibliographies on events, anniversaries and holidays of the month, which should be a time saver in reference work. This periodical is published monthly during the school year at 1257 S. Wabash Ave., Chicago. The editor is Harley W. Mitchell and the price \$2.00.

Classroom Literature, monthly notes, published by the Teachers' College Library, Columbia, is helpful in selecting books for units of work in the elementary school. Each number is devoted to one unit and gives in addition to the usual bibliographic information, brief annotations and grade placements.

A new series of easy reading books on subjects of interest to first and second grade pupils is now being published by Edward Stern under the title "Picture Scripts." The fire engine, tug boats, and pets, are representative of the topics included. Each booklet, with board covers, costs \$.20.

They are obtainable from Teachers' College, Columbia.

The San Diego high school librarians are pooling ideas by holding their council meetings in a different library each time. Mr. Lee Slatore, vice-principal of the Woodrow Wilson Junior High School acts as chairman and teacher coordinator.

Mrs. Frances T. Neill says that when people offer her library old books or magazines which she cannot use in her library, she accepts them on condition that she may exchange them for usable ones.

"It is a quick and inexpensive way to complete our magazine files binding or adding to our book collection," she says.

Point Loma dramatizes library instruction by having three students from the seventh grade act out library procedures before incoming students. The actors show how to leave permits to account

for attendance, where to find story books, how to use the card catalog and the magazine rack,

Miss Lutie Beggs of South Pasadena has worked out a schedule by means of which she rotates her student helpers to different work daily. Perhaps she will send you a copy if you ask for it.

Grace Reely, of Hoover High School in San Diego, followed her Book Week Display Tea by closing her library for two days to the usual type of school use in order to allow students from study halls and English classes to examine the new books. A library assistant was stationed at each table so that patrons could place reservations on new material. This opportunity to browse was received so enthusiastically that it will be made an annual event.

Who will our next life member be? Come to convention to find out.

"Reading is our main approach to a world which lies to an increasing degree beyond our range of direct contact but to which we must nevertheless constantly adjust ourselves. This fact makes time, inclination, and ability to read absolute prerequisites to intelligent participation in current affairs. Reading is the necessary key to the whole field of literature,

science, philosophy, and much art. It is perhaps also the most permanently satisfying and potentially valuable leisure activity in which modern man indulges."

—Lundberg, *Leisure*, page 309.

And then there was the librarian who innocently inquired of the room if anyone had seen Two Little Savages.

Bulletin Staff

Feature Articles.....	Miss Marion L. Horton
List of officers and committee members.....	Mrs. Ethelene M. Kitching
Book Notes.....	Miss Virginia T. Fullwood
Mailing list.....	Miss Lenore Townsend
Personal news.....	Mrs. Teresa C. Fulford
Timely notices (professional news items).....	Miss Annette Mackie
Conventions and special meetings.....	Mildred E. Smith
Poetry.....	Lillian L. Dickson
Improvements.....	Mrs. Frances T. Neill and Dora F. Sager

Don't Forget

We need your financial as well as your moral support. Dues paid now will enable us to serve each other and our profession for another year. The ties which hold us together through the Bulletin and through the Association are not merely those of sentiment, but are perforce rather firmly knotted with our purse strings. Loosen the purse-strings and you draw us more closely and more effectively together!

Send \$1.50 to—

Helen L. Taylor,

McKinley Junior High School

Del Mar Street and Oak Knoll Ave.

Pasadena, California

Personalities

Miss Katheine Folger, the popular last year's president of the Southern Section and our present director, must now be addressed as Mrs. Paul Gibson. Mr. and Mrs. Gibson are residing at Silver Lake Manor on Silver Lake Drive, Los Angeles.

Upon the withdrawal of the Beverly Hills High School from the Los Angeles City School District, Miss Margaret Glassey was appointed librarian of the new Emerson Junior High School at Westwood. Emerson Junior High School is a university teachers' training school under the direct supervision of the University of California at Los Angeles, and the Los Angeles Board of Education.

Miss Mildred Brinkley of the Riverside Library School, last year a part-time assistant at both the public and high school libraries of Orange, is a new full-time assistant at the Fullerton Union High School Library.

Miss Maude Klasgye was married to Mr. Selden Herron early in July and they motored to Victoria and Vancouver, B. C., on their honeymoon. Mr. Herron is associated with the Texaco Oil Company and their address is 286 Lo-

wena Drive, Long Beach, California.

Mr. Boyer Voissard has been appointed as assistant librarian at the Woodrow Wilson High School, Long Beach.

Mrs. Elizabeth Riddell White, librarian at the Lindbergh Junior High School, Long Beach, is taking a year's leave of absence and is living at 70 Eastchester Road, New Rochelle, New York. Miss Alice Stoeltzing, who was librarian at the Burnett and Longfellow Elementary schools is now at Lindbergh Junior High School and Mrs. Lois Heartwell Nissen who was one of the children's librarians in the Long Beach Public Library is at the Burnett and Longfellow schools.

Mrs. Wesley James Farrell, formerly librarian of the South Pasadena Junior High School, in August announced the birth of her son, Wesley James Jr. The Farrells are now residing at 2438 East 6th Street, Long Beach, California.

Mrs. Elaine Elliott is substituting for Mrs. Sarah H. McClarren while she is taking a leave of absence from Berendo Junior High School, Los Angeles, California.

To Mr. and Mrs. Howard McCaughna (Margaret Baker of Pasadena Junior College Library) a

son: Daniel, born December 7, 1935. Congratulation!

Miss E. Winifred Hawes, assistant Librarian in the Fullerton District Junior College Library, is on a year's leave of absence, attending the University of California at Berkeley to do graduate work in library science.

Mrs. Lura Morris Livenspire, assistant librarian at the Santa Ana High School, has been granted a semester's leave of absence.

Miss Theresa Hitchler, formerly head cataloger at the Brooklyn Public Library, well known in library circles, has been visiting friends in Riverside, Los Angeles, and other Southern California cities.

The love and sympathy of all friends of Irma Brink is hers in the loss of her mother. Mrs. Brink was struck by an automobile while she was on a visit to San Diego last December.

Book Breakfast Evaluations

Recommended Books of Winter 1935 - 1936

The editor would welcome expressions of opinion on the usability of this new style for printing evaluations. It was urged that we condense repetitive features to allow more space for appraisals; therefore we have used reviewer's last names only and the following symbols to designate grade placements: e Elementary; j—Junior High Schools; s—Senior High School; c—College; and a—adult or faculty. Combinations of symbols endeavor to show the range.

s Addams, Jane. My friend, Julia Lathrop. Macmillan, 1935 \$2.00. Good collateral for integrated social science and English.—Gibson.

j s Anderson, P. L. Swords in the North. Appleton, 1935. \$2.00. Stimulating story of Caesar's invasion of Britain. Good for Latin and history classes.—Payne.

s c American primer series. Univ. of Chicago. .15 each, good for pamphlets on Business and Government, Strikes, Youth and Depression, Money, Money or the Dole, etc.—Van Duesen.

e Bacon, F. A. Turkey tale. Ox-

ford, 1935. \$.75. An enjoyable story of a turkey for grades 1-6. Scales.

e j Bailey, C. S. Tell me a birthday story. Stokes, 1935. \$1.75. Well told stores of artists, explorers, inventors and others.—Neales.

j s Baxter, E. M. California cactus. Abbey Encino, 1935. \$2.50. Good illustrations in a useful book.—Morgan.

j s Beard, C. A. Presidents in American history. Messner, 1935. \$2.00. Very brief biographies with portraits.—Herron.

j s Bernard, H. J. et al. Handbook of the heavens. Whittlesey House, 1935. \$1.00. Many illustrations and diagrams. For amateurs.—Potter.

Brainerd and Zellany. Problems of our Times. McGraw, 1935-1936. \$1.00. Useful series by Minnesota professors.—Van Deusen.

e j s c Bryant, L. M. Children's book of recent pictures. Appleton, 1934. \$2.50. Excellent. Fifty pictures with description of artist and painting on opposite side.—Scales.

a Buchan, John. House of Four Winds. Houghton, 1935. \$2.50. May be difficult for high school. DeKlotz.

a Buck, Pearl. The exile. Reynall

\$2.50. Excellent biography of her mother as a bride in China in the eighties.—Van Deusen.

s Campbell, R. J. Story of Christmas. Macmillan, 1934. \$3.00. Legends, customs and festivities from ecclesiastical viewpoint.—Lake.

s c a Carr, Harry. Los Angeles, city of dreams. Appleton, 1935. \$5.00. Delightful reminiscences of early days.—Coy.

c Carrel, Alexis. Man the unknown. Harpers, 1935. \$3.50. Philosophic and scientific treatment, moderately difficult. Potter. e j Carroll, Ruth. Luck of the Roll and Go. Macmillan, 1935. \$1.50. Dog and cat story, and lively pictures of an Anarctic expedition.—Fleck.

s c a Chase, M. E. Silas Crockett, Macmillan, 1935. \$2.50. Outstanding story of a sea faring family on the Maine coast.—Clapp.

e j Coatsworth, Elizabeth. Golden Horseshoe. Macmillan, 1935. \$2.00. Good story and vivid picture of early plantation life.—Carter.

e Cuthbert, Gwen, and King, E. M. Lad of Dundae. World Book, 1935. \$96. Informational story of a boy's life in Scotland.—Scales.

e j s Dickey, F. V. Familiar birds of the Pacific Southwest. Stanford Univ. 1935. \$3.75. An attractive handy guide with colored illustrations.—Kemp.

j s c Ditmars, R. L. and Bridges, Wm. Snake-hunters holiday. Appleton-Century, 1935. \$3.50. Good collaboration and thrilling adventure.—Neal.

s Dorr, R. L. Susan B. Anthony. Stokes, 1928. \$3.75. More concerned with her struggle for equal rights than with her personal life.—Payne.

j s Eaton, Jeanett. Behind the store windows. Harcourt, 1935. \$2.50. Traces processes through which familiar things go before reaching the consumer.—Van Deusen.

j Fayerweather, M. D. Anne at

work. McBride, 1935. \$2.00. Story hinges on the munitions entanglements of the world.—Massey.

j s Floherty, J. J. Guardsmen of the coast. Doubleday, 1935. \$2.00. Notable pictures and text.—Gibson.

e Gag, Wanda. Gone is gone. Coward, 1935. \$1.00. Repetitive telling of the man who thought house work easier than farm work.—Mackie.

s c Gibbs, P. England speaks. Doubleday, 1935. \$3.00. Contemporary English life through interviews with common people. Illus.—Taylor.

s Glover, T. R. Ancient World. Macmillan, 1935. \$2.50. Scholarly, excellent for integration of subject matter.—Lake.

j s c Goslin, R. A. War tomorrow; will we keep out? Foreign policy ass. 1935. \$35. Excellent presentation of the arguments against war. Includes graphs.—Horton.

j s Hamilton, E. T. Popular crafts for boys. Dodd, 1935. \$3.00. Fourteen crafts with detailed instructions for making one thing in each.—Van Deusen.

c a Harding, B. Phantom crown. Bobbs, 1934. \$3.50. Stimulating, well indexed and illustrated biography of Maximilian and Carlotta.—Johnson.

s Harper, T. A. Red Sky. Literary Guild, 1936. \$1.50. A Cossack during the World War and Russian Revolution.—Kemp.

e j Harper, Wilhelmina, ed. Merry Christmas to you. Dutton, 1935. \$2.00. Twenty-three short stories. Collection useful but not essential.—Horton.

s c Haslett, A. W. Unsolved problems of science. Macmillan, 1935. \$2.00. Some chapters highly technical, others will excite curiosity of high school student.—Van Deusen.

j s Hawthorne, Hildegard and Mills, E. B. Enos Mills of the Rockies. Houghton, 1935. \$2.50. An ap-

preciation written in an easy, pleasant manner.—Lake.

j s Hegner, Robert. Parade of the animal kingdom. Macmillan. 1935. \$5.00. Finely illustrated, entertainingly written. Excellent.—Kemp.

e j Hunt, M. L. The boy who had no birthday. Stokes, 1935. \$1.75. Wholesome story of average merit.—Herron.

j s Hylander, C. J. American scientists. Macmillan, 1935. \$2.00. Useful for reference.—Horton.

s c Kallet, Arthur. Counterfeit. Vanguard, 1935. \$1.50. Popular account of the exaggerated claims made in advertising.—Lake.

j Kent, L. A. He went with Marco Polo. Houghton, 1935. \$2.00. Charming story of a waif picked up by Marco Polo.—Folger.

s c King, R. E. Tempest over Mexico. Little, 1935. \$3.00. Excellent. Good understanding of the antagonistic backgrounds of the Mexican revolution.—Fulford.

e Kunhardt, D. Little ones. Viking, 1935. \$2.00. Baby animals in picture and description for grades 1-4.—Clements.

s c Lane, R. W. Old home town. Longmans, 1935. \$2.00. Sketches of the American scene thirty years ago.—Andrew.

s c a Masefield, J. Victorious Troy. Macmillan, 1935. \$2.50. Much technical description.—Lake.

s c Millis, Walter. Road to War. Houghton, 1935. \$3.00. Fine, thought-provoking account of American events leading up to World War.—Lake.

j Lin Yutang. My country and my people. Reynal, 1935. \$3.00. Profound and illuminating interpretation of Chinese culture.—Horton.

j s c Peattie, D. C. Singing in the wilderness. Putnam, 1935. \$2.50. Charming salute to Audubon in essay style.—Payne.

a Perry, Bliss. And gladly teach. Houghton, 1935. \$3.00. A brave and inspirations book of reminiscence.—Beckwith.

j s Reed, W. M. and Branson,

W. S. Sea for Sam. Harcourt, 1935. \$3.00. Indispensable. Excellent illustrations, good information on sea life, tides, icebergs, etc.—Fulford.

e Sowers, P. A. Lotus Mark. Macmillan, 1935. \$1.75. Everyday life in Siam.—Tomlinson.

j s Sprunt, A. Dwellers of the silences. Dodd, 1935. \$2.50. For nature lovers. No index.—Kemp.

e j Stong, Phil. Honk the moose. Dodd, 1935. \$2.00. Hilariously amusing story, entertainingly illustrated.—Scales.

e Story Parade Inc. 75th Avenue, New York. \$1.00 per year. Good periodical.—Johnson.

a Toser, M. Library manual. Wilson, 1934. \$70. Ninth and tenth year library lessons by English teachers.—Berrier.

j s c Vaughn, A. C. Within the walls. Macmillan, 1935. \$2.50. Excellent novel dealing with the siege of Troy. Taylor.

s c White, S. E. Pole star. Doubleday, 1935. \$2.50. Russian colony of Alaska in popular style.—Johnson.

c Willcox, O. W. Nations can live at home. Norton, 1935. \$2.75. Scholarly, technical, discussion of the re-interpretation of the Malthusian theory.—Fullwood.

s c Winslow, T. S. My own, my native land. Doubleday, 1935. \$2.50. Life of a southern town revealed in a series of character sketches.—Van Deusen.

c Woolcott, Alexander ed. Wollcott Reader—By paths in the realms of gold. Viking, 1935. \$3.00. Companionable, thousand-page anthology of minor masterpieces of biography, dialogue, essay, fiction, drama, and the novel.—Roewekamp.

c Work, Ernest. Ethiopia, a pawn in European diplomacy. Macmillan, 1935. \$3.00. A scholarly interestingly written account of European rivalries in Africa.—Fulford.

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